



Integrating Evidence-Based Practices & ABA Principles in the Early Childhood Classroom: Proactive Planning

AUTISM PROGRAMS
UNIVERSITY OF NEW MEXICO
CENTER FOR DEVELOPMENT AND DISABILITY





A Message from NMPED

“Evidence-based interventions for individuals with ASD are not universal. Although these are evidence-based interventions, they should be individualized for a particular student. In the education setting, the IEP team will develop the plan for that student. The IEP team shall review an IEP at least on an annual basis.”

Objectives

1. Participants will define Applied Behavior Analysis (ABA).
2. Participants will identify at least 2 strategies to update their learning environment to support proactive strategies.
3. Participants will identify at least 2 proactive strategies to implement in their classrooms to aid in preventing behaviors of concern from occurring.

What is Applied Behavior Analysis ABA?

- A science in which strategies derived from the principles of behavior are applied to increase socially significant behavior and research is used to identify what causes and maintains the behaviors within a given environment.

(Cooper, 2020)

Key Components of ABA Practices

- ABA practices should be:
 - Measurable
 - Socially significant
 - Research based
 - Data
 - Meaningful change
 - Generalization

• APPLIED BEHAVIOR ANALYSIS •

WHAT IS ABA?

MEASURABLE
Behavior Analysts identify behaviors that are observable and measurable.

SOCIALLY SIGNIFICANT
Behavior Analysts identify behaviors that are socially significant to the individual and sensitive to the culture of the community.

RESEARCH
Behavior Analysts implement empirically-validated, research-based interventions and strategies.

DATA
Decisions regarding interventions are data driven and closely monitored for effectiveness.

MEANINGFUL CHANGE
The ultimate goal for Behavior Analysts is to enable meaningful change to occur for their clients.

GENERALIZATION
Behavior Analysts work to ensure that meaningful change takes place across multiple places and situations.

LEARN MORE AT WWW.BEHAVIORPLACE.COM

Proactive Vs. Reactive

Proactive Response

1. A strategy that is implemented **BEFORE** a behavior occurs
2. Allows the opportunity to teach a replacement behavior

Reactive Responses

1. A strategy that is implemented **AFTER** a behavior occurs
2. No option to learn a replacement behavior

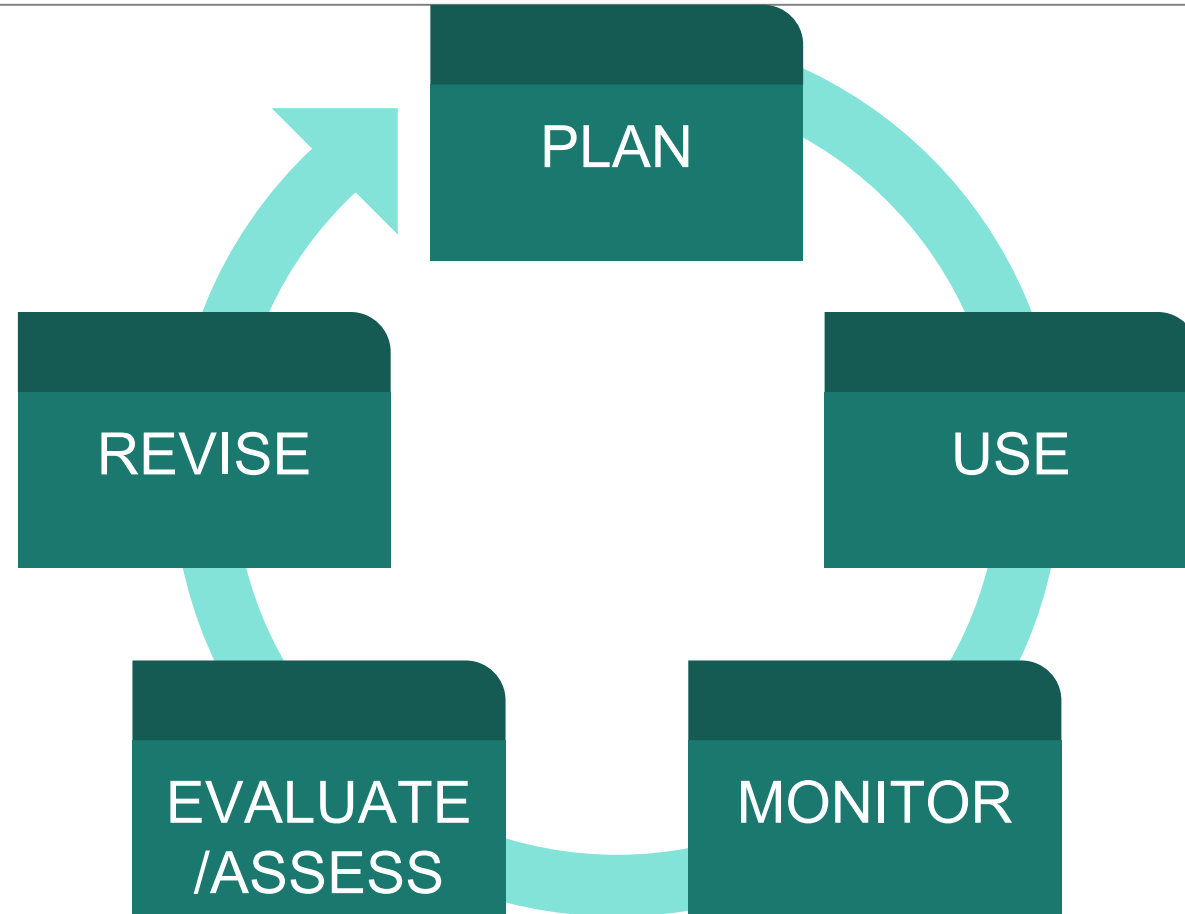
Antecedent, Behavior, Consequence



Proactive Strategies

- AKA Antecedent Strategies
- Used to create an environment in which a replacement/desired behavior will occur
- Can be used for whole group or individuals
- Can be implemented in various settings.
- Can be implemented universally to benefit ALL students.
- Key to proactive strategies to remain consistent

Use of Proactive Strategies



Proactive Strategies for the Classroom

- Learning environment
 - Work Space
 - Systems
 - Organization
- Environmental supports
 - Visual Supports
 - Auditory Supports



Learning Environment: Work Space

- Expectations are defined
- Well-defined spaces within the classroom
- Furniture is age/needs appropriate
- Materials needed are available
- Quiet place with minimal distractions



Learning Environment - Systems

Systems in place:

- Time management
- Classroom procedures
- Visual Schedules
- Schedules for paraprofessionals
- Data collection



Arrival at school		
1		Take off coat <small>(scarf, mittens, boots and hat)</small>
2		Open Backpack
3		Take out work
4		Take out lunch
5		Hang up coat
6		Hang up backpack

Learning Environment - Organization

- Materials organized
- Spatial boundaries and traffic patterns



Environmental Supports: Visual Supports

Visual Supports can include:

- Visual Schedules
- First/Then Boards
- Choice Boards
- Task Analysis
- Visual Timers

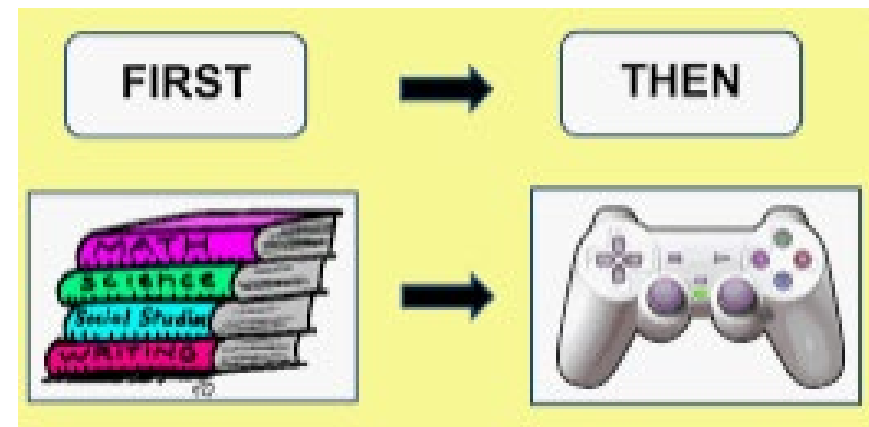
Visual Supports: Visual Schedule

- Display the sequence of upcoming activities.
- May include images and/or text to convey the main ideas of the activities.
- Primes the learner
- Can be individualized for the learner
 - Learner may have their own schedule
 - Learner may do better with pictures or words



Visual Supports: First/Then Boards

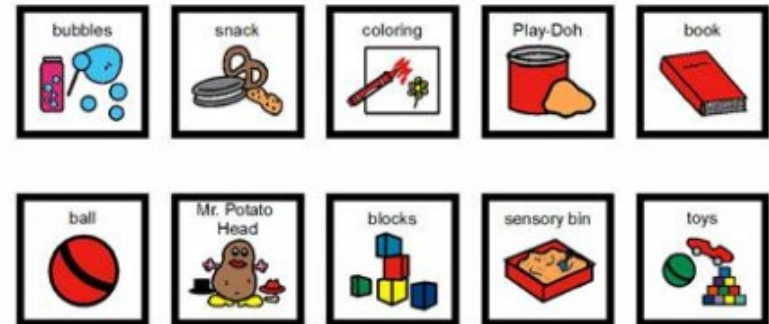
- Increases motivation in completing task
 - Identify a motivating item for an individual
 - Present the item immediately after task completion
 - Use of visual in addition to verbal first/then supports learners understanding as well as decreasing verbal prompting



Visual Supports: Choice Board

- An array of visual representations of choices that are relevant to the learner
 - Choice of breaks
 - Choice of reinforcement
 - Choice of activity
- Empowers the learner
- Displays availability

My Choice Board



Visual Supports: Task Analysis

- Process of breaking a skill or complex activity down into smaller, more manageable components
- Select a skill that is achievable
 - Teach each step
- Reduces anxiety and frustration



Visual Supports: Visual Timers

- Provide a visual reminder to create an awareness of time
- Commonly used with other visual supports
- Primes the learner



Environmental Supports: Auditory Supports

Auditory supports can include:

- Verbal cues
- Songs
- Chimes
- Gongs
- Timers

'Clean up, Clean up!
Everybody,
Everywhere'



Proactive Strategies to Prevent Behaviors of Concern

First, you must determine the function of the behavior of concern.

- Escape: to get away from a person, place, or thing.
- Attention/Connection Seeking: to connect with a person (adult or peer)
- Tangible: to gain access to an object or activity.
- Sensory: to gain access to visual, auditory or kinesthetic input (not socially mediated)

Proactive Strategies to Prevent Behaviors of Concern

Strategies to prevent **escape** maintained behaviors of concern include:

- Offer choices
- Visual schedules with frequent breaks
- Token economies
 - access to activities that provide breaks from work/demands
- Begin with easier tasks
- Reducing amount of work or time

Proactive Strategies to Prevent Behaviors of Concern

Strategies to prevent *attention* maintained behaviors of concern include:

- Consider proximity for immediate support
- Deliver more frequent behavior specific praise
- Token economies
 - access to 1:1 time with preferred person
- Allow child to work with a buddy

Proactive Strategies to Prevent Behaviors of Concern

Strategies to prevent *tangible* maintained behaviors of concern include:

- Provide choices
 - material, activities, order
- Token economies
 - access to set time with preferred item(s)
- Providing a transition object
- Expanding preferred reinforcers

Proactive Strategies to Prevent Behaviors of Concern

Strategies to prevent **sensory** maintained behaviors of concern include:

- Visual Schedule
 - Display when they can engage in behaviors of concern
- Tangible items
 - To use in place of behavior of concern
- Environmental changes
 - Lighting, seating, auditory

Reminders

- Proactive strategies are implemented before a behavior of concern can occur and promote the use of replacement behaviors
- Strategies should always be individualized for each student as needed
- If behaviors of concern are still occurring, review and adjust your interventions

Resources

- UNM CDD Online Training Resources
 - <https://cdd.health.unm.edu/autismportal/online-training/>
- Tools for Challenging Behavior
 - <https://cdd.health.unm.edu/autismportal/2021/03/04/tools-for-challenging-behavior/>
- Evidence-Based Practices in Classrooms
 - <https://cdd.health.unm.edu/autismportal/2021/04/14/evidenced-based-practices-in-classrooms/>
- Data Collection for Busy Classrooms
 - <https://vimeo.com/334960323>

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Sam, A. & AFIRM Team. (2015). Visual Supports. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from: <http://afirm.fpg.unc.edu/visual-supports>

Want More Info?

Visit the CDD Autism Portal

<https://cdd.health.unm.edu/autismportal/>

Visit the Region 9 Education Cooperative

<https://www.rec9nm.org/New-Mexico-Autism-Project-Through-PED>



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